

1 READ SOUNDS

2 MIN

Review **Suffix** and **Root Cards**.

Students read the sound of each card aloud.

Go through the cards rapidly at the beginning of each lesson. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

Dictate the following sounds, one at a time.

Student repeat and write each sound.

Say, SAY and WRITE: **fer** **co-** **cor-**

Three roots that mean *lead*. (Answer: duc, duct, duce)

Suffix /shun/, 2 ways. (Answer: -tion, -sion)

First choice for /er/ after t or s. (Answer: -or)

Prefix /cəl/. (Answer: col-)

3 READ WORDS

4-5 MIN

Students READ aloud (Media Kit).

1. fer

prefer	fertile	suffer	deferral	confer	deference
referred	infer	defer	indifferent	deferred	difference
different	preferred	differ	referral	fertilizer	conferred
transfer	conference	fertilize	insufferable	referendum	fertilization

2. Review

collaborate	deduce	corroded	production	collision	producer
productive	collided	introduced	corrosion	abducted	induce
correction	reduction	coordinator	reducing	coworker	induction
cooperative	copilot	collection	coordination	corrective	corrosive

3. Sentences

The contest rules were confusing.

Is the morning commute too tiring?

Did you use pressure on the opener?

Erasures are not permitted on this document.

4 SPELL WORDS

7 MIN

Dictate each word aloud, reading down the columns.

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

	▼	▼	▼	▼
duc	production	reduction	induction	productive
fer	referred	preferring	inferred	conferring
col-/cor-	collaborate	correction	collison	corrective
fer	reference	preference	inference	conference
co-	cooperative	coordinator	coworker	coordination

Students READ aloud the list of words just written.

Dictate the following sentences.

Students REPEAT and WRITE each sentence.

Would you prefer to conduct the demonstration alone?

Don't interfere with the schedule.

Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Root

Show the card and say the root. (Media Kit)

Students REPEAT the root, then SAY the root while TRACING the letters on the desk.

Students SAY and WRITE the root 3 times.

vert/vers as in **revert** or **reverse** meaning: **to turn**

Students READ aloud the following word list. (Media Kit)

4. **inverted** **inversion** **conversion** **converted**
reverts **reversion** **aversion** **aversive**

Dictate the following words.

Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

inversion **reverts** **conversion** **aversion** **converted**

Students READ the words just written.

+ INDEPENDENT PRACTICE

Worksheet 28 (Media Kit)

1 READ SOUNDS

2 MIN

Review **Root Cards**.

Students read the sound of each card aloud.

Go through the cards rapidly at the beginning of each lesson. The goal is to have automatic responses.

2 SPELL SOUNDS

2 MIN

Dictate the following sounds, one at a time.

Student repeat and write each sound.

Say, SAY and WRITE: **vert vers duc duce cor- co-**
root that means carry. (Answer: fer)

3 READ WORDS

4-5 MIN

Students READ aloud (Media Kit).

1. vert/vers

invert	revert	convert	avert	divert	subvert
inversion	reversion	conversion	aversion	diversion	subversion
overt	covert	vertex	vertigo	convertible	inadvertent

2. Review

inferring	conferred	reduction	transfer	preferred	conduct
deduct	conference	cohesive	coexist	cohere	reference
conductive	corrupt	product	conductor	seductive	correspond
fertilized	referring	cosign	indifferent	inference	corrections
costar	correlation	preference	coincidence	corrosion	deferred

3. Sentences

Bruce will conduct the collections drive.

Introduce me to your new friend.

The actors gathered backstage after the play.

It will cost you at least a dollar or two.

4 SPELL WORDS

7 MIN

Dictate each word aloud, reading down the columns.

Students REPEAT and SEGMENT each word, then SAY each sound out loud while WRITING the word.

	▼	▼	▼	▼
fer	conference	inference	reference	preference
duct	product	conduct	deduct	conductor
cor-/co-	correspond	costar	corrupt	coexist
vert	converted	inverted	reverts	diverts
fer	inferring	referring	preferred	deferred

Students READ aloud the list of words just written.

Dictate the following sentences.

Students REPEAT and WRITE each sentence.

Tell me your version of the adventure.

Draw a vertical line from north to south.

Students READ aloud the sentences just written.

5 INTRODUCE NEW MATERIAL

5 MIN

Teach Prefix

Show the card and say the prefix. (Media Kit)

Students REPEAT the prefix, then SAY the prefix while TRACING the letters on the desk.

Students SAY and WRITE the prefix 3 times.

im- as in **import** meaning: **in, not**

NOTE: When the last letter of the prefix is the same as the beginning letter of the base word or root, keep both letters.

Examples: immense, immune.

Students READ aloud the following word list. (Media Kit)

4. **impress** **improper** **immense** **immature**
import **imperfect** **immobile** **immune**

Dictate the following words.

Students REPEAT and SEGMENT each word, then SAY each sound aloud while WRITING the word.

impress **imperfect** **immune** **immature** **import**

Students READ the words just written.

+ INDEPENDENT PRACTICE

Worksheet 29 (Media Kit)